

# **IHE Bachelor Performance Report**

## **North Carolina A&T State University**

**2013 - 2014**

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### **Overview of the Institution**

North Carolina Agricultural and Technical State University's (North Carolina A&T) 2013 – 2014 total enrollment was 10,561. This included 8,872 undergraduate students of which 86% are people of color. North Carolina A&T is a public, doctoral research, 1890 land-grant institution committed to exemplary teaching and learning, scholarly and creative research, and effective engagement and public service. Our unique legacy and educational philosophy provides students with a broad range of experiences that foster transformation and leadership for a dynamic and global society. North Carolina A&T is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, and doctorate degrees through its eight academic units: College of Arts and Sciences, College of Engineering, School of Agriculture and Environmental Sciences, School of Business and Economics, School of Education, School of Nursing, School of Technology, and School of Graduate Studies. The synthesis of teaching and research is fundamental to North Carolina A&T. The Division of Research and Economic Development (DORED) oversees a variety of basic and applied research programs that are effectively integrated with undergraduate and graduate education. Capacity for maintenance of this research is supported through eight interdisciplinary centers and institutes as well as specialized research laboratories and external partnerships. North Carolina A&T is ranked third in the UNC system with respect to funded research. School of Education's enrollment is 1,268.

### **Special Characteristics**

With the demand for a teaching force that reflects the diversity of our society, North Carolina A&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. Since 2004, the School of Education (SOE) has engaged in collaborative activities that focus on at-risk male students in high school. In addition, opportunities are provided for high achieving high school students to complete their senior year and earn college credits through early college programs. Of significant importance are the special programs to attract underrepresented populations to teach science, mathematics, technology, and special education. The teacher education program at North Carolina A&T is supported by special initiatives that focus on recruitment and college preparation, including the ISET-NOAA Educational Partnership Program Cooperative Science Center, NSF Engineering Research Center Educational Outreach Program, and McNair Summer Scholars Program.

### **Program Areas and Levels Offered**

North Carolina A&T offers 20 initial and 20 advanced licensure programs in 24 different areas: Birth through Kindergarten (A,M), Elementary Education (A,M), Secondary English (A,M), Secondary Mathematics (A,M), Secondary Biology (A,M), Secondary Chemistry (A,M), Secondary Physics (A), Secondary Social Studies (A,M), Reading (M), Art (A), Music (A), Physical Education (A, M), Spanish (A), Exceptional Children General Curriculum (A,M, add-

on), CTE Agricultural (A,M), CTE Family and Consumer Sciences (A, M), CTE Industrial Cooperative Training (A,M), CTE Technology Education (A,M), CTE Trade Preparatory Programs (A,M), CTE Business Education (A,M), CTE Workforce Development Director (add-on), School Administrator (M), School Counselor (M,S), School Social Worker (A,M,S), Media Coordinator (M), and CTE Instructional Technology Specialist (M).

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Direct and Ongoing Involvement with/and Service to the Public Schools**

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
		Technology Student Association	3/23/2014	100 students	Coordinated competitive events for the Technology Students Association at its state conference.
Irving Park Elementary School	Math and Science	"Pathematics" Playground	4/11-13/2014	400 students	Assisted teacher paint a "Pathematics" math game on the playground. Took about 50 people hours.
		Curriculum Guide	5/5/2013-6/30/2014	100 teachers	Wrote interactive curriculum guide, Introduction to Trade and Industrial Education, with input from a teacher committee and NC DPI.
		Workshop for Curriculum	7/20/2013	8 teachers	Provided a presentation that introduced teachers to the new curriculum, Introduction to Trade and Industrial Education.
		Test Revision for Technology, Engineering, and Design	8/9/2013-5/20/2014	8 teachers	Worked with teachers and DPI consultant to revise student tests/EOCs.

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		Education			
Lexington City Schools (CTE Program)		Advisory Council	5/15/2013-5/14/2014	9 professionals	Served on the Advisory Council for the Career Technology Education Department of Lexington City Schools.
Northeast Guilford High School	Student Development	Concert	3/14/2014	250 students 75 parents 6 teachers 1 professional 1 administrator	Presentation of a jazz concert for Northeast Guilford High School band program.
Leaksville Spray (Teacher only)	Professional development for lateral entry teachers, Teacher Leadership	Mentoring NBPTS candidates	2/18/2014-5/30/2014		
Dudley High School	Student Development	Proctoring	1/15/2014-1/21/2014	250 students 10 teachers	During state exams, another individual other than the teacher for that class is required to be in the classroom; that is the proctor.
Brooks Global Studies	Literacy, Math and Science	Volunteer	5/6/2013-5/7/2014	24 students 3 teachers	Volunteering at Brooks Global Studies for fall festival, winter celebration, teacher's appreciation, trip chaperon, field day, book fair and also reading to children and assisting with education projects.
Various Community Colleges and High Schools across the Regions	Activities of Daily Living	Red Cross	9/17/2013-6/30/14	20 students 5 parents 60 teachers 10 professionals	Reconnection Training of Deployed Soldiers and their families

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				20 administrators	
Hairston Middle School and Jackson Middle School	Student Basic Needs	Greensboro Child Response Initiative SMOD Service Project	9/24/2013-10/11/2013	10-12 students	Collected multiple standard mode of dress items for two Guilford County middle schools. As part of its September 2013 community meeting, the Greensboro Child Response Initiative (CRI).
Multiple schools were served, as attendees were psychologists and social workers from throughout Guilford County Schools.	Student Development	Workshop entitled "Trauma: Children and Adolescents"	1/8/2014-	200 professionals	Ms. Scott -- a Licensed Clinical Social Worker and Coordinator of the Center for Behavioral Health & Wellness' Behavioral Health Clinic -- provided a 2.5 hour workshop to psychologists and social workers affiliated with Guilford County Schools.
Hampton Elementary		Volunteer	2/1/2014-5/2/2014	16 students 2 teachers	Collaborated with National Junior Achievement to offer an after-school program consisting of classroom-based financial literacy and economics education.
Parkview Elementary	Beginning teacher support/meeting new mentor standards	Dance Performance	11/19/2013	520 students 10 parents 20 teachers 2 administrators	Chuck Davis African American Dance Ensemble performed in Corbett Center. Elementary students participated in a tour, special classroom

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					sessions and the dance performance. Approx 20 NCA&T students assisted with the day/s events.
The STEM Early College at NC A&T, The Early Middle College at Bennett, Southern Guilford Middle School, Northern Middle Guilford Middle, Dudley High School	Literacy, Student Development	February 1: Sit-In	1/31/2014	40 students 5 professionals 5 administrators	Solicited the participation of Guilford County Public School students in both middle and high school to submit essays or posters for completion in the annual February 1: Sit-In Commemorative program. Winning 1st and 2nd place high school essays and posters submitted were awarded financial scholarships to NC A&T following graduation in the amounts of \$1,000 for 1st place and \$500 for 2nd place. Scholarships are only valid provided they attend NC A&T after high school. This year, we received nearly 40 submissions for competitions.
Ben Smith H.S., Dudley H.S., Page H.S., Northern Guilford H.S., Southern Guilford and more	Student Development, Diversity Recruitment Initiative	NC A&T SU Hispanic College Readiness Initiative Program	3/14/2014	250 students 35 parents 25 teachers 25 professionals 12 administrators	The Multicultural Student Center (MSC) collaborated with the Office of Admissions to host Hispanic high school students from the

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					Piedmont Triad region. This year, marked the second year of this proactive initiative to attract and recruit talented Hispanic students to the University. The program activities include college readiness workshops such as curriculum and academic preparation, college admissions overview, financial aid opportunities/ financial literacy/ scholarships and a campus tour. Nearly 250 students participated in the program from area school.
	Literacy, Professional development for lateral entry teachers, Student Development	NCCEOP 2014 Student Leadership Conference	3/15/2014	150 students 30 parents 15 teachers	The Multicultural Student Center director facilitated a workshops session during the NCCEOP 2014 Student Leadership Conference. The workshop was entitled: "Survival of the Fittest". Participating students were involved in activities that allowed them to self-disclose issues about diverse cultural and world differences; they developed stronger networking and

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					negotiation skills. A total of 35 students participated.
Dudley High School 71st High School Bertie High School Pine Forest High School North East High School Ben L. Smith High School		BGMM Band Blowout	4/26/2014		At the BGMM Band Blowout, many students all over the east coast travel to North Carolina A&T to participate and play with our school's Blue and Gold Marching Machine. Some of the schools included but are definitely not limited too:
Hampton Elementary University Partnership Magnet	Literacy	Literacy Rich Home Environments: Hampton Trade Street Workshop	11/14/2013	15 students 8 parents 5 teachers	Students from CUIN 410 and SPED 441 worked to prepare literacy activities (CUIN 410-children's activities and SPED 441 parent activities. After the preparation was complete, the students along with me and Dr. Kea hosted a literacy night at Hampton Elementary. Parents were given strategies to use with their children to improve their literacy skills, and students participated in literacy games and activities to engage them in literacy.
Hampton Elementary University	Literacy	Reading Buddies	10/15/2013-4/30/2014	58 students 5 teachers	Student volunteers work one-on-one with first and second

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Partnership Magnet					grade students at Hampton Elementary. Volunteers assist Hampton students with improving their reading ability. Volunteers are asked to commit to serving a minimum of two (2) days per week for one hour each day.
Hampton Elementary University Partnership Magnet	Literacy, Math and Science, Student Development	Afterschool Tutoring Program	10/17/2013-4/24/2014	65 students	Each Wednesday and Thursday from 2:30 p.m. to 4:30 p.m., small-group tutoring takes place after school at Hampton with student volunteers from the University serving as tutors. Tutors assist students with homework, and have time dedicated to reading and math tutoring.
Hampton Elementary University Partnership Magnet	Student Development	BlackS.M.I.T.H.	10/2013-1/2014	40 students	Targeted African American and Hispanic males in the 3 <sup>rd</sup> -5 <sup>th</sup> grades to expose them to the variety of positive role models and professionals from the surrounding community.
Hampton Elementary University Partnership Magnet	Literacy	African-American Read-In	2/7/2014	200 students	NC A&T faculty and staff read selections to classes at Hampton to promote literacy and celebrate African American History Month.



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Hampton Elementary University Partnership Magnet	Literacy, Student Development	Dinner-to-Learn	2/21/2014	10 students 5 parents 2 teachers 5 professional 1 administrators	Informed parents of efforts in community to assist prevent health disparities.
Lincoln Academy's Career Day/ Grades 4-8		Magic Planet/Tornado Machine	11/15/2013	500 students	
Archer Elementary/5 <sup>th</sup> Grade		Magic Planet/Tornado Machine	12/1/2013	70 students	
River Mill Academy/Grades 9-12		Magic Planet/Tornado Machine	12/11/2013	60 students	
CERT-Energy-Day NCA&T		Magic Planet/Tornado Machine	2/18/2014	400 students	
General Greene Elementary/Grades 1-5		Magic Planet/Tornado Machine	3/28/2014	250 students	
Southern Guilford Middle School/Grades 6-8		Machine Planet/Tornado Machine	4/8/2014	150 students	
West Forsyth High School/ 9 <sup>th</sup> Grade		Magic Planet/Tornado Machine	4/25/2014	150 students	
Otis L. Hairston Middle School	Literacy, Student Development	Delta Academy	9/10/2013-3/1/2014	15 students 10 parents 6 teachers 7 professionals 7 administrators	Catching the Dreams of Tomorrow, Preparing Young Women For the 21st Century The Delta Academy was created out of an urgent sense that bold action was needed to save our young females (ages 11-14) from the perils of academic failure, low self-esteem, and crippled futures. Delta

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					<p>Academy provides an opportunity for local Delta chapters to enrich and enhance the education that our young teens receive in public schools across the nation. Specifically, we augment their scholarship in math, science, and technology, their opportunities to provide service in the form of leadership through service learning, and their sisterhood, defined as the cultivation service learning, and their sisterhood, defined as the cultivation and maintenance of relationships. A primary goal of the program is to prepare young girls for full participation as leaders in the 21st Century.</p> <p>Specifically Alpha Mu Chapter worked with the Greensboro Alumni Chapter to host events for young girls to promote self respect, literacy, and well roundedness.</p>
Hampton Elementary	Professional Development	Taskstream Training	4/15/2014	12 teachers	Taskstream Training was a training that

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University Partnership Magnet					took place at Hampton Elementary School as a Professional Development activity. The training was designed to teach staff at Hampton Elementary of the utilization of Taskstream for inputting and completing student-teacher evaluations.
Hampton Elementary University Partnership Magnet	Literacy, Teacher Leadership, Student Development	Curriculum Night	10/2013	20 students 25 parents 8 teachers 3 administrators	This event gave parents and students an opportunity to preview the curriculum that would be taught during the academic year as well as discuss benchmark testing that would be administered.
Child Development Lab @ NCA&T	Literacy, Teacher Leadership, Student Development	Volunteer	8/1/2013-6/6/2014	38 students 75 parents 4 teachers 2 professionals 2 administrators	Served as PTO president for the Child Development Lab at NCA&T for the 2013-2014 academic year.
Fair Grove Elementary	Professional development for lateral entry teachers	Facilitation Workshops for Teachers	10/11/2013	45 teachers 45 administrators	Annually, we facilitate a professional development workshop for K-12 public school teachers. The workshop for 2013-2014 focused on 21st century skills for the K-12 public school teacher with

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					workshop titles such as "Strategies for Preparing a Successful Grant" and "Exploring Digital Tools Together - BYOD"(Bring Your On Device). K-12 Teachers were trained by an expert from our University Faculty.
Middle College at GTCC Greensboro	Student Development	Volunteer for performing arts	8/30/2013-3/18/2014	25 students 1 professional 1 administrator	Co-sponsor for the performing arts group. Assited with writing the script and conducting rehearsals for the spring production.
Dudley Early College Academy (Dudley High Schol)		Dudley Early College Advisor	5/15/2013-5/15/2014	75 students 20 parents 5 professionals 1 administrator	Had multiple meetings with high school students and parents in regard to collegiate processes, and procedure Advised students in regard to taking appropriate college classes that are transferable to other UNC system universities Advised and directed parents towards available scholarships, and the financial aid process Provided workshop presentations at Dudley High School for students and parents Mentored students in the Dudley Early

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					College Academy Judged a science fair project at Bluford Elementary School
Aycock Middle School	Literacy, Math and Science, Student Development	Physics Day	3/14/2014	25 students 2 teachers	A day of physics demonstrations for middle school students.
William Marvin Bass Elementary (Virginia)		Mentor Student	3/6/2014-5/3/2014	18 students 1 teacher	
Wiley Elementary	Math and Science	Tutoring	2/1/2014-5/5/2014	30-60 students 5 teachers 1 administrator	Connected students with Teachers at Wiley Elementary to observe mathematics instruction and then support the teachers with some mathematics instruction.

## **B. Brief description of unit/institutional efforts to promote SBE priorities.**

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below:

### **a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

At present, Elementary Education candidates at the undergraduate level enroll in three courses that explicitly address digital and instructional technologies: CUIN 101 Technology for the 21<sup>st</sup> Century Classroom, CUIN 543 Educational Media, and CUIN 542 Children's Literature and Instructional Media

### **b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

- Elementary Education and Elementary Education/Special Education Dual Licensure candidates at the undergraduate level enroll in ELED 404: Content Area Review course

and graduate candidates in the MAT Elementary Education program enroll in the ELED 704 Teacher Licensure Review course where they engage in core content concept review sessions (i.e., reading, language arts, mathematics, social studies, science) and engage in test preparation practice.

- Future plans include curriculum mapping to ensure current course work in the Elementary Education and Elementary Education/Special Education curricula are sequenced appropriately and align explicitly to professional organization standards, Foundations of Reading and General Curriculum licensure examination outcomes, and State Board of Education Professional Teaching Standards.

**c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

- At present, all undergraduate candidates enroll in CUIN 310 Assessment in 21<sup>st</sup> Century Classrooms and graduate candidates in the MAT program enroll in either CUIN 715 Assessment and Evaluation or ELED 714 Standards and Accountability to ensure candidates explicitly learn concepts and skills related to the alignment between learning outcomes and assessments, informal and formal assessments, and formative and summative assessments.
- Candidates enrolled in the ELED 544 Diagnostic and Prescriptive Reading course engage in activities related to assessing students using digital technology such as DIBELS and READ 3D.
- Future plans to address the integration of technology in the assessment and evaluation of students includes working collaboratively with Ms. Wenalyn Bell Glenn, a Personalized Learning Environment Facilitator in the Instructional Technology and Innovation Division with Guilford County Schools, to conduct professional development on assessment software on tablets and iPads with faculty in the Department of Curriculum and Instruction. Additionally, the unit will work closely with Amplify Education to integrate Foundations of Reading software into its curriculum particularly in the ELED 511: Reading in Elementary Education Classrooms, ELED 544: Diagnostic and Prescriptive Reading, ELED 611: Balanced Literacy I, and ELED 615: Balanced Literacy II.
- Given that the department can use funds to purchase a class set of iPads or tablets, future plans for formative and summative assessment instruction include the integration and use of tablets and digital technology in the CUIN 310: Assessment for 21<sup>st</sup> Century Classrooms, CUIN 715: Assessment and Evaluation, and ELED 714: Standards and Accountability courses.

**d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

- At present, all undergraduate candidates enroll in ELED 316: Creative Arts in the Elementary Classroom, MUSI 220: History of Black Music, and a Fine Arts Elective to orient them to various forms of arts education for the K-6 classroom. In the methods of

teaching course, candidates learn to integrate these subject areas into their core content subject matter to engage students from culturally and linguistically diverse backgrounds.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	87
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	5
	Other		Other	1
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>95</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>5</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	



**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
<b>Total</b>		
Comment or Explanation: Since Fall 2010, the majority of our lateral entry students have been admitted through our MAT program. These students are continuing to matriculate and are working toward their degrees. NC A&T SU occasionally has some students taking a class or two in some programs however; we do not recommend these students for licensure, as they are usually working toward alternative licensure through the Regional Alternative Licensure Centers.		

**C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN SAT Total	<b>1,141</b>
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	529
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CORE-Combined	*
MEAN CORE-R	*
MEAN CORE-W	*
MEAN CORE-M	*
MEAN GPA	3.35
Comment or Explanation:	
*-Less than five scores reported.	

#### D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	1	1		
Elementary (K-6)	14	5		
Middle Grades (6-9)				
Secondary (9-12)	2	4		
Special Subject Areas (K-12)	1	1		
Exceptional Children (K-12)				
Vocational Education (7-12)		5		
Special Service Personnel				
<b>Total</b>	<b>18</b>	<b>16</b>		
Comment or Explanation:				

#### E. Scores of student teachers on professional and content area examinations.

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	15	100
Spec Ed: General Curriculum	3	*
Institution Summary	18	89
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	24	3		3		2
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	1					1
U Licensure Only						
Comment or Explanation						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	95	86	68
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in NC  
in 2013-2014.**

<b>LEA</b>	<b>Number of Teachers</b>
Guilford Co Schs	672
Winston-Salem/Forsyth Schs	157
Charlotte-Mecklenburg Schs	143
Wake Co Schs	118
Rockingham Co Schs	101
Alamance-Burlington Schs	93
Randolph Co Schs	85
Durham Public Schs	66
Cumberland Co Schs	58
Davidson Co Schs	34

**I. Satisfaction of program completers/employers with the program in general  
and with specific aspects of the program, as rated on a 1 (lowest) to 4  
(highest) scale.**

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full- time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
30	20	0